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ABSTRACT

The purpose of this research was to determine the effects of educating students on the negative aspects of enabling their peers. Enabling is any action taken by a concerned person that removes or softens the effect of a harmful consequence. For this study, 24 students (21 females) who were characterized as "Natural Helper" students at a rural, isolated, low-income high school, had their enabling behavior measured. The control group comprised 12 students; the experimental group comprised 12 students as well. The evaluation data indicated that the students' practice of enabling decreased after the implementation of education, although at one level of significance, the two groups showed no significant differences. The males in the experimental group seemed to benefit more from the education program than did the females. Statistical findings for the experimental group suggest that the males were enabling more than the females at the beginning and end of the study. (RJM)

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ED 413 554

A STUDY TO DETERMINE THE EFFECTS OF THE NEGATIVE
ASPECTS OF STUDENTS ENABLING THEIR PEERS

A Thesis
Presented to
the Faculty of the Graduate School
Salem-Teikyo University

In Partial Fulfillment
of the Requirements for the Degree
Masters of Arts

by
Deborah Morgan Hall
May 1995

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This thesis submitted by Deborah Morgan Hall
has been approved as meeting the research
requirements for the Master of Arts degree.

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ABSTRACT

A Study to Determine the Effects of the Negative Aspects of Students Enabling Their Peers.

by

Deborah Rae Morgan Hall

The purpose of this research was to determine the effects of educating students on the negative aspects of enabling their peers. Enabling is any action taken by a concerned person that removes or softens the effect of a harmful consequence. The enabler reacts in such a way that a person is shielded from experiencing the full impact of a harmful consequences.

A total of twenty-four students were used for this study, utilizing twelve students for the Experimental group and twelve students for a Control group.

The evaluation data of the study showed that the students' practice of enabling decreased after the implementation of education. However, a statistical t-test indicated that at the .05 level of significance the two groups showed no significant difference. The males in the experimental group improved their scores on the post-test by thirty-three percent, while the females in the experimental group improved their post-test scores by thirty-two percent. This indicated that the males in the experimental group

benefitted more from the education than the females. However, statistical findings for the experimental group suggested that the males were enabling more than the females at the beginning and end of the study.

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Chapter One

THE PROBLEM AND IT'S SETTING

The Statement of the Problem

This research proposes to determine the effects of educating students on the negative aspects of enabling their friends.

The Hypothesis

The hypothesis is that the students' enabling behaviors will decrease after the implementation of education on enabling.

The Delimitations

The study will not attempt to provide the results of the majority of students at a rural high school.

The study is limited to only Natural Helpers at a rural high school.

The study is limited to predominately female students because of prior selection into the Natural Helpers program.

The study did not evaluate students who do not possess pre-existing helping skills.

The study is limited because some of the subjects may be codependent; their behavior follows a certain pattern. Codependent children

feel obligated to take care of other people, therefore they will lie, cover up, and make excuses for their parents in order to protect them. One training session would not be enough to change the practice of his/her enabling.

Assumptions

The first assumption. The first assumption is that the sample size is adequate.

The second assumption. The second assumption is that the sample size is typical of rural high school students.

The third assumption. The third assumption is that the instruments used are valid.

The fourth assumption. The fourth assumption is that changed enabling behavior in students will result in reduced alcohol and drug usage in the general population.

The Importance of the Study

The alcohol and drug problem plaguing the youth today is alarming, according to recent statistics. This study would contribute in the discovery of some factors that may be used to lessen or decrease alcohol and drug abuse among high school students. With the results of this

study available, teachers will be able to see the purpose and importance of integrating the enabling curriculum into their classroom curriculum.

The Definition of Terms

Enabling. Enabling is any action taken by a concerned person that removes or softens the effect of a harmful consequence of chemical use upon the user.

Enabler. An enabler is a caring, concerned person who works under the assumption that good intentions behind their actions will help an abuser and persuade him or her to stop using alcohol or drugs.

Natural Helpers. A Natural Helper is a trained student who is part of a program that taps into the natural network of people who are good listeners and trusted helpers. It is a peer-helping program that consists of lessons designed to represent current and accurate information, social skills, and involvement with fellow students, with the school, and with the community.

Enabling System. The enabling system consists of a set of ideas, feelings, attitudes, and behaviors that unknowingly allow or encourage

alcohol or drug problems to continue by preventing the user from experiencing the consequences of his or her condition.

Problem User. A problem user is a person who has visible problem behaviors in two areas of life, using two or more drugs, not an experimental drug user.

Codependent. A codependent is a person who has let someone's behavior affect him or her and is obsessed with controlling other people's behavior.

Children of An Alcoholic. Children of an Alcoholic is any child whose parents or parenting figure, living or dead, with whom the child does or does not reside, is an active or recovering Alcoholic or Substance abuser.

Chemical Dependency. Chemical dependency is being dependent (psychologically and/or physically) on alcohol or other drugs.

Abbreviations

COA. Children of Alcoholics

TA. Transactional Analysis

Chapter Two

THE REVIEW OF THE RELATED LITERATURE

A Historical Overview:

The enabling process is not new. Mumey related the first recorded instance of drunkenness included enabling. (20:65) The book of Genesis, Chapter 9, Verses 21-23 read:

And he drank of the wine, and was drunken; and he was uncovered within his tent. And Ham, the father of Canaan, saw the nakedness of his father, told his two brethren without. And Sham and Japheth took a garment, and laid it upon both their shoulders, and covered the nakedness of their father; and their face were backward, and they saw not their father's nakedness. (10:12)

Mumey stated that the two brothers, Shem and Japheth, motivated by their own shame, prevented their father, Noah, from realizing the consequences of his drunken behavior. He was going to awaken covered instead of having to face what his drunkenness had done. The brothers enabled him by helping him to escape the consequences. (20:65)

In 1976, Freed reviewed a theory entitled Transactional Analysis. TA is a way to know and understand how and why a person thinks and acts

the way he does, and to understand how and why other people do what they do. (6:21) Steiner revealed that this theory is based on the writings of Eric Berne, which has been used for the modification of behavior since approximately 1958. (25:187) Freed related that in TA the drug games people play are made up of three players. The Rescuer, The Victim, and The Persecutor. (6:168-69)

According to Freed, the rescuer helps the victim, advises, and supports. In the game of alcohol or drug addiction, the rescuer may help the user get sober. In the drug game, the victim is usually the person who uses the alcohol or drug excessively. At this point in the game, the rescuer becomes the victim. The user may become violent and hurt the rescuer, or the rescuer becomes the persecutor and nags the abuser. A rescuer may start only wanting to help and end up being a part of the game. (6:168-69) Johnson agreed that this type of theory relates to enabling. A responsibility for the behaviors, feelings and decisions of the user are characteristic of an enabler. (13:373)

Johnson referred to the enabler as the protector. When the user's alcohol or drug episodes occur infrequently, the protector unconsciously assumes a lifestyle which causes him/her to adapt a defensive attitude. New responsibilities include making apologies for the user's anti-social behaviors, making excuses for absences or tardiness, and supporting the various rationalizations the user makes to deal with his/her drinking or drug use. (14:51) Johnson stated that by assuming responsibility for the user's action, the protector is transformed into a full blown enabler. (15:9) Out of love, concern, and fear, the enabler reacts and behaves in ways that shield the user from experiencing the effects of a harmful consequence. (13:373)

Mumey maintained that many times what has been disguised as kindness is really unkind. When the behavior has kept the abuser from facing his or her behavior, the process of getting well is delayed. (20:65)

The Comprehensive Health Education Foundation affirmed that whatever term is used, rescuer, protector, or enabler, letting friends continue to

use drugs through this process is being hurtful and disloyal. (22:197)

Hayes stressed that the term enabler has come to be more widely used today to describe the tendency of many individuals to live their lives, by, for, and in the reaction to another person - or to the world at large. (9:7)

Education Programs and Curriculum

Freeman stated that to work successfully with students, one must work with them not only as individuals but as members of two systems in particular. The two systems are the school and the family. A school system or family system that has been dysfunctional because of unresolved alcohol and drug problems affects each of its members in unhealthy ways. Freeman relates that to turn the family or school around one must intervene on the whole system to dismantle the pervasive denial, delusion, and enabling that is crippling it's members. (7:1)

The Virginia Commonwealth University reported twenty percent of all seventh to twelfth graders are problem users and could best benefit from education, counseling, and/or support. (11:C-181)

There have been relatively few studies that have systematically tracked the long-term effects of school drug education programs. According to Schlaadt, the few studies conducted have shown no dramatic reductions in drug use. A number of recent surveys, including one by the University of Michigan in early 1991, have shown a decline in drug use among high school students. It is unclear whether there is any link between this trend and current education programs. (24:118)

Schlaadt reported that a survey of 1,629 elementary school students in a Pennsylvania school district showed some distinct shifts. These shifts were in student attitudes, receptiveness to peer pressure, and use of alcohol between the fifth and sixth grades. The implication of these findings is that in order to be effective, preventive education must be provided before this crucial transitional period in students' lives. (24:119)

Schlaadt stated that drug education programs need to provide students with a variety of skills that will help them make independent choices about drug use. Effective programs should focus on

decision-making skills that are crucial to the prevention of drug abuse. (24:119)

Linney revealed that thousands of prevention programs and activities are being implemented across the country in small towns, suburbs, and major urban centers. (18:1) Muraskin stated that prevention programs that address drug and alcohol use are operating in a relatively new field. There are few interventions of proven effectiveness and the knowledge base is still growing. (21:2)

Linney explained that drug prevention curriculum can be useful. The curriculum should be part of a larger comprehensive prevention effort, and should be written at a level appropriate for the target audience. Materials should be applicable for children in both high-and low-risk environments. (18:27) Christensen noted that when people lack accurate information and knowledge about alcohol and other drug dependence, their mistaken ideas can actually contribute to the problem by allowing it to continue. (3:51) Christensen noted that understanding how chemical dependence progresses will help people learn how

to deal effectively with the alcohol and drug problems of others. (3:51)

Ebony magazine reported one type of drug-abuse prevention program, Project Star (Student Taught Awareness and Resistance) was initiated in 1984 to teach drug resistance skills to thousands of Kansas City high school students. The classroom curriculum and role playing approach convince students they can overcome peer pressure. A total of 60,000 students have participated in the program since it's inception. (30:150) Lacaya noted that in a five year follow-up studies undertaken after they completed the thirteen session program, graduates were found to be twenty percent to forty percent less likely than other students to have tried alcohol or drugs. (28:41) Schlaadt added that in this program, students identified as having a potential alcohol problem are referred to a variety of education and support programs as an alternative to disciplinary action. (24:120)

Falco, a drug specialist, suggests that classroom education will help in the drug war. The most successful classroom programs use

techniques to equip self-conscious teens with basic social skills, as well as how to resist peer pressure. (28:41)

Linney inferred that awareness programs for teachers should include information about the effects of alcohol and other drugs along with information on the signs and symptoms of use. Teachers can communicate this to students, and can identify early use and take steps to prevent early use. An important prevention strategy is to promote youth attitudes that are negative toward alcohol and drug use, and to maintain an atmosphere that enforces negative consequences for illicit drug use. (18:20-21)

Christensen affirmed that attitudes, especially stereotypes and judgmental attitudes, are part of the enabling process. Stereotypes may contribute to the failure of a drug or alcohol user to recognize problems. Judgmental attitudes that condemn and reject blame also promote enabling. It is difficult for someone to admit an alcohol or drug problem if it means he or she is a weak or bad person. (3:51)

Children of Alcoholics

Davis related that in the society of today for every substance abuser, there are dozens of others whose lives are deeply affected. (8:VIII)

Kritsberg maintained that more than twenty-eight million Americans grow up in Alcoholic families. (17:163) The Virginia Commonwealth University reported that one in five school children come from an alcoholic home. (31) Growing up in an alcoholic home can be devastating according to McConnell. (19:25)

Freeman and Johnson both agreed that teenagers who take on responsibilities in the home beyond their years of maturity while a parent is drunk are enablers. (7:63; 13:204)

Cermak advised that denial can prevent a child of an alcoholic from entering into recovery. Cermak stated the Level I phrase of Denial:

1. Defending the abuser when other people bring their chemical abuse to their attention.
2. Excusing their parent's drinking.
3. Hiding the user's drinking from others.
4. Speaking in euphemisms.

The points listed in the Level I phase of denial are forms of enabling. (2:35-36)

Children of Alcoholics need to understand that they should let the alcoholic do for himself or herself. (8:74) Morehouse reported on COA's work to keep pressure from being created on the alcoholic. This form of enabling will lead to the COA feeling burdened, weak, and lacking control.

(31) Johnson stressed that the enabler becomes more compulsive in reactions to the alcoholic, and their self-worth becomes tied directly to the alcoholic's drinking. Without help, the enabler is likely to become increasingly depressed, discouraged, and dysfunctional. (13:208-09) A helping person can love the abuser, but proceed with their own tasks. (8:74)

Davis indicated that persons who stay with an abuser bear personal responsibility for keeping themselves healthy. The feeling that they must protect a loved one who is an abuser most often leads to co-dependency. (8:74)

Beattie stated a person's life is out of control in co-dependency. (32) The Student Assistance Journal reported the people at high risk for exhibiting co-dependent personality traits are those who live with someone who has

problems with chemical dependence. (29:32)

William Glasser treats alcoholics with a type of therapy called Control Theory. This theory states that one must take control over his or her behavior. Each person is in control of his own control system. Glasser noted that an alcoholic will stop drinking only when he has recognized the problem himself. A behavior like drinking alcohol, is ineffective behavior. A patient learns from the control theory to negotiate and compromise, to bring about effective behavior. (33)

Schuman, a prevention management consultant, stated that enabling can contribute to the ineffectiveness of the Control Theory. An enabler can keep the alcoholic from seeing the consequences of his/her choices. Enabling keeps the alcoholic from accurately viewing his or her life. (34)

Mumey acknowledged that once enabling becomes such a part of a person's living, it becomes a natural way of life. What the enablers were doing to help the alcoholic was impeding or even halting the process of getting well. (20:69)

Enabling Effects

Five percent to ten percent of all seventh to twelfth grade students are chemically dependent and have severe problems arising from their use according to Virginia Commonwealth University. (11:181)

Freeman related that the alcohol and drug problems dealing with young people today are immensely complex and difficult. A major reason is that individuals who are having such problems in their own lives are almost invariably part of a group with which they interact. (7:1) Ebony magazine reports that a youth who is overwhelmed by drugs will deny that he or she has a problem. (27:154) Schaefer stressed that experience shows it can take eight to ten years for a thirty year old white male to reach the chronic stage of alcoholism from the time he begins using alcohol to meet his needs. For a young person under age fifteen who is abusing the same amount of alcohol, it can take fewer than fifteen months. (23:30)

Hayes contended that addiction robs a person of his/her wholeness (9:7) Johnson added that enabling makes it easier for another person to

progress further toward drug or alcohol addiction.

(13:87) Wassmer stated that the more enabling that takes place, the more out of control and the less responsible the addict becomes. (26:145) In general, youth tend to have more enablers than adults. (23:33) Schaefer added that the average chemically dependent teenager might have fifty to sixty enablers - immediate family, grandparents, uncles, aunts, school personnel, church staff, law enforcement officers, medical staff, friends, and parents of friends - all making it easier for the teenager to keep using. (23:33)

Christensen proclaimed that enabling is habit forming. (3:53) Chemically dependent people encourage others around them to maintain enabling habits that support their denial system according to the South Western Center for Drug Free Schools. (4:27) Beattie maintained that enabling is discouraging because it steals the power to do something. Teenagers who enable are sending the message that they do not think their user friend can make it on their own. (1:79) Christensen noted that the chemically dependent teenager helps the enabler maintain the habit because they need

to support their denial system. The alcohol or drug dependent person becomes very skilled at taking advantage of the guilt, fear, and love in ways that encourage the enabler to keep on with the habit of enabling. (3:53) Freeman stated that the chemically dependent problems typically affect all members of the group, and the group affects the individual in both cases for good or ill.

(7:1)

The Virginia Commonwealth University stressed that enabling is always a dance, an interaction. At least two are involved, at least two people are responsible. Either one can change the dance or stop dancing. (11:F-35)

Teenagers who enable, according to Wassmer, are only wanting to give their friends a break. The teenager wants the abuser to get his/her feet under him/her and stop the negative behavior. The enabler feels it would be unwise to stand back and let the consequences of the abuser's behavior hurt or destroy him or her. (26:145) The Comprehensive Health Education Foundation points out reasons why teenagers enable their friends.

The reasons listed were:

1. they don't want to interfere
2. they don't want to risk losing their friends.
3. they don't want to invade the person's privacy.
4. they don't know the signs of chemical dependency. (22:196)

The short term benefits of enabling are insignificant compared to the risks of a teenager becoming or continuing to be chemically dependent. (22:198)

Conclusion

The Johnson Institute believes enabling behavior can be stopped. The enabler is required to gain knowledge and awareness as to how enabling works. The enabler will begin to understand the dysfunctional patterns and can respond to the abuser in more effective ways. The cycle of abusing can be broken. New and different interaction with the abuser to let go of responsibility needs to be achieved. The realization that no one is responsible for another person's abuse will help the enabler to stop. (13:20)

Christensen agreed enabling could be stopped.

The four step plan is:

1. Get outside help on a regular basis
2. Educate yourself by seeking knowledgeable people who understand chemical dependence and how it affects you and those around you at school and home.
3. Reading all you can about chemical dependence and how it affects you and those around you at school and home.
4. Give yourself time to break the enabling habit. Realize you may not be able to do it all at once.
(3:54)

Summary

It is evident in the material presented that alcohol and drug abuse is a problem in our high schools. Students are enabling their friends and helping them to continue abusing alcohol and drugs. Students are not fully aware of the extent of damage the enabling process can do. Education can make them aware of this problem.

Previous reports on educating students on the negative effects of enabling have not provided sufficient data for high school level students.

Chapter Three

THE DATA AND THE TREATMENT OF THE DATA

The Data

The data of this research are of two kinds: primary and secondary data. The nature of each of these two types of data will be given briefly below.

The primary data. The responses to the pre-test and post-test comprise a type of primary data.

The secondary data. The normative data and current information regarding the influence of change in enabling behavior which results in decreased drug use in others is a type of secondary data.

The Sample

The population from which the students were chosen are characterized as Natural Helper students at a rural isolated low-income high school. The sample consists of twenty-four Natural Helper students ranging in age from fourteen to eighteen years, with twenty-one of the

students being female. The participants for program implementation are enrolled in the same helping program in a public secondary school for a one-hour period, twice a month. Subjects were selected for two reasons: 1) helping skills exhibited through out the school year. 2) the curriculum for Natural Helpers includes the subject of enabling. The subjects actively work with approximately two hundred to three hundred students.

Natural Helpers exhibit pre-existing helping skills which make them susceptible to enabling characteristics. (34)

The Criteria for the Admissibility of the Data

The instrument selected is an acceptable method of measuring enabling behavior. The instrument used was an Enabling Checklist, which gave many specific examples of the enabling system. The Enabling Checklist has been utilized extensively in student support groups and is a part of the training program curriculum that is accepted by the Johnson Institute. The Johnson Institute is a nationally recognized leader in the

field of chemical dependence prevention, intervention, treatment, and recovery. A copy of the instrument is found in Appendix B, page 39.

The Research Methodology

This study will determine the effectiveness of educating students on the negative aspects of enabling their friends. The experimental group was comprised of twelve students randomly selected. The control group will consist of the other twelve subjects. The student Enabling Checklist will be utilized for the pre-test and post-test.

Baseline data were collected at the implementation of the pre-test for the control and experimental group. The experimental group received education on the negative effects of enabling. The students in the control group received no education. Both were re-tested after a two week period. Numerical values to the responses on the pre-test and post-test were applied. The students from both groups were given a post-test using the same instrument as the pre-test for the final evaluation. A comparison of

results was then completed. A t-test was performed on the raw scores and the results recorded. If there is a significance difference between the two groups at the .05 level of significance then the hypothesis will be accepted.

The instrument used in this study was developed by Shelley Mackayb Freeman, author of the book Alcohol Drug Prevention Through Group Curriculum for Grades 7-12. Freeman designed a test that includes statements describing elements of ideas, feelings, attitudes, or behaviors that can contribute to the complicated system of enabling. The instrument will indicate the degree to which each statement applies to the students' experience with another student who may have an alcohol or drug problem. Three numerical values were employed in scoring. Zero represented the answer no, with one point scored for the answer sometimes. A score of three points was given for an answer of yes. The items on the instrument are worded in a way that the higher numerical score indicates a greater incidence of enabling. (7:13-14)

Procedures

The control group and experimental groups answer sheets were scored for the pre-test and post-test. Their range and arithmetic mean score were determined. The variance and the estimated standard deviation of populations were found. The degrees of freedom were calculated. The statistical nature of the data was determined by a two sample statistical t-test to determine if there is a significant difference between the two groups.(12:314, 320)

Chapter 4

THE RESULTS

The Hypothesis for this study was that the students' enabling behaviors would decrease after the implementation of education on enabling, and that there would be a significant difference at the point .05 level of significance.

A statistical t-test on the pre-test scores for the experimental and control groups indicated that at the .05 level of significance the t-score is less than 2.074. This score signifies that at the beginning of the study the two groups were not significantly different. Therefore, the hypothesis is rejected at the .05 level of significance. The results of this t-test are given in Table 1.

Table 1

PRE-TEST SCORES FOR EXPERIMENTAL AND CONTROL GROUPS				
	Range	x	S ²	σ
Experimental	18	12.17	421.67	20.53
Control	19	10.33	278.67	16.69
Est. σ of population:				2.30333
t-Test				.79593

A statistical t-test on the post-test scores for the experimental and control groups showed that at the .05 level of significance the t-score is less than 2.074. This score signifies that at the conclusion of the study the two groups were not significantly different. The results of this t-test are given in Table 2.

Table 2

POST-TEST SCORES FOR EXPERIMENTAL AND CONTROL GROUPS

	Range	x	S ²	σ
Experimental	12	8.25	218.25	14.773
Control	19	10.17	293.67	17.137
Est. σ of Population:				1.96930
t-Test:				.97327

A statistical t-test on the pre-test scores for the female students in the experimental and control groups indicated that at the .05 level of significance the t-score is less than 2.093. This score signifies that at the beginning of the study the two groups of female students were not significantly different. The results of this t-test are given in Table 3.

Table 3

PRE-TEST SCORES FOR FEMALE STUDENTS IN EXPERIMENTAL AND CONTROL GROUPS				
	Range	$\bar{x}$	S^2	σ
Experimental	18	10.4	232.4	15.2446
Control	19	10.0	264.0	16.2480
	Est. σ of population:			2.233327
	t-test:			.179105

A statistical t-test on the post-test scores for the female students in the experimental and control groups showed that at the .05 level of significance the t-score is less than 2.093. This score signifies that at the conclusion of the study the two groups of female students were not significantly different. The results of this t-test are found in Table 4.

Table 4

POST-TEST SCORES FOR FEMALE STUDENTS IN EXPERIMENTAL AND CONTROL GROUPS				
	Range	$\bar{x}$	S^2	σ
Experimental	12	7.10	120.90	10.99545
Control	19	9.64	256.55	16.01704
	Est. σ of population:			1.947437
	t-test:			1.302410

A statistical t-test on the pre-test scores for the male students in the experimental and control groups showed that at the .05 level of significance the t-score is less than 12.706. This score signifies that at the beginning of the study the two groups of male students were not significantly different. The results of this t-test are given in Table 5.

Table 5

PRE-TEST SCORES FOR MALE STUDENTS IN EXPERIMENTAL AND CONTROL GROUPS				
	Range	x	S ²	σ
Experimental	2	21	2	1.41421356
Control	0	14	0	0
	Est. σ of population:			1.73205081
	t-test:			4.04145188

A statistical t-test on the post-test scores for male students in the experimental and control groups showed that at the .05 level of significance the t-score is less than 12.706. This score signifies that at the conclusion of the study the two groups were not significantly different. The results of this t-test are given in Table 6.

Table 6

POST-TEST SCORES FOR MALE STUDENTS IN THE EXPERIMENTAL AND CONTROL GROUPS				
	Range	$\bar{x}$	S^2	σ
Experimental	6	14	18	4.24264069
Control	0	6	0	0
Est. σ of population:				5.19615243
t-test:				.38490018

A statistical t-test on the pre-test and post-test scores for the experimental group indicated that at the .05 level of significance the score is less than 2.074. This score signifies that at the conclusion of the study the experimental group were not significantly different. The results of this t-test are found in Table 7.

Table 7

PRE-TEST AND POST-TEST SCORES FOR THE EXPERIMENTAL GROUP				
	Range	$\bar{x}$	S^2	σ
Pre-Test	18	12.17	421.666	20.534523
Post-Test	12	8.25	218.250	14.773287
Est. σ of Population:				2.20178417
t-Test:				1.7788604

A statistical t-test on the pre-test and

post-test scores for the female students in the experimental group showed that at the .05 level of significance the score is less than 2.101. This score signifies that at the conclusion of the study the females in the experimental group showed no significant difference in their pre-test and post-test scores. The results of this t-test are found in Table 8.

Table 8

PRE-TEST AND POST-TEST SCORES FOR FEMALE STUDENTS
IN THE EXPERIMENTAL GROUP

	Range	$\bar{x}$	S^2	σ
Pre-Test	18	10.4	232.4	15.2446712
Post-Test	12	7.1	120.9	10.9954536
Est. σ of Population:			1.98130148	
t-Test:			1.66557186	

A statistical t-test on the pre-test and post-test scores for the male students in the experimental group indicated that at the .05 level of significance the t-score is less than 4.303. This score signifies that at the conclusion of the study the male students in the experimental group were not significantly different. The results of this t-test are found in Table 9.

Table 9
PRE-TEST AND POST-TEST SCORES FOR MALE STUDENTS IN
THE EXPERIMENTAL GROUP.

	Range	$\bar{x}$	S^2	σ
Pre-Test	2	21	2	1.41421356
Post-Test	6	14	18	4.24264069
Est. σ of Population:				3.16227766
t-Test:				2.21359436

Summary of Results

A review of statistical comparisons of the pre-test scores for experimental and control groups and post-test scores for the experimental and control groups revealed that there was no significant difference in the decreasing of enabling. A comparison of the pre-test scores for the female students in the experimental and control groups and the post-test scores for the female students in the experimental and control groups revealed there was no significant difference in the decreasing of enabling. Also when comparing the pre-test scores for male students in the experimental and control groups and the post-test scores for male student in the experimental and control groups, there was no significant difference in the decreasing of

enabling. Therefore, the hypothesis is rejected at the .05 level.

In the statistical comparison of only the experimental group using the pre-test and post-test scores there was no significant difference in the decreasing of enabling. A comparison of the pre-test and post-test scores for female students in the experimental group, and pre-test and post-test scores for the male students in the experimental group found that there was no significant difference in the decreasing of enabling. Therefore, the hypothesis is rejected at the .05 level.

Chapter Five

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This research study proposed to determine the effects of educating students on the negative aspects of enabling their friends. The hypothesis was that students' enabling behavior would decrease after the implementation of education.

The sample consisted of twenty-four Natural Helper students at a rural isolated low-income high school. The students' ages ranged from fourteen to eighteen years, with twenty-one of the students being female. The participants were enrolled in the same helping program and the curriculum included education of enabling. The experimental group was comprised of twelve students randomly selected. The control group consisted of the other twelve students.

The instrument used in this study was standardized, normed, and a part of the training curriculum. The instrument described elements that contribute to the system of enabling. Three numerical values were employed in scoring. The items on the instrument were worded in a way that

resulted in a higher numerical score indicating a greater incidence of enabling.

The pre-test was implemented to the experimental and control groups. The experimental group received education on the negative effects of enabling. The students in the control group received no education. The students from both groups were given a post-test after a two week period using the same instrument that was used for the pre-test.

The experimental and control groups' answer sheets were scored for the pre-test and post-test. The range and arithmetic mean score were determined. The variance and estimated standard deviation of population was found. The statistical nature of the data was determined by a two-sample statistical t-test. In all of the statistical comparing the t-test indicated that there was not a significant difference in the decreasing of enabling. Therefore, the hypothesis was rejected at the .05 level of significance.

Conclusion

In making statistical comparisons with the female and males test scores in the experimental

group, a few points can be made. Both female and male scores improved after the implementation of education, although the t-test indicated that there was not a significant difference in the decreasing of enabling. The males improved their scores by thirty-three percent, scoring seven points less on their post-test. The females improved their scores by thirty-two percent, scoring three points less on the post-test. This suggested that the males benefitted more from the education than the females, although the males' pre-test scores were fifty percent higher than the females' scores. This indicated that the males were enabling more at the beginning of this study. At the conclusion of this study the males' post-test scores were twenty-six percent higher than the females' pre-test scores. This suggested that males were enabling more at the end of this study than the females were at the beginning.

The results may have been more favorable if the training sessions were allowed more time for the educational process to be effective.

Different results may have also been obtained if the time allotted between pre-test and post-

test had been extended. If this time had been lengthened, it may have been sufficient for behavior to change enough to be significantly different.

Recommendations

The results of this study may have been different, and more favorable, if a few factors were changed.

The first recommendation would be that the sample size be larger with a more equal number of males and females.

The second recommendation would be that the time allotted for the implementation of education be lengthened by adding additional training sessions.

The third recommendation is that the time period between the pre-test and post-test be extended. This would allow more time for the students to practice some of the skills they learned in the training sessions. This would also give the students added time to consider the negative consequences of enabling, and change their opinion.

Appendix A

Pre-Test and Post-Test Scores For The
Experimental and Control Groups.Raw Scores

Experimental Group:

Pre-Test Scores	Post-Test Scores
13	10
4	1
6	3
6	4
10	7
8	13
20 (male)	11
12	6
22 (male)	17
22	10
12	8
11	9

Controlled Group:

Pre-Test Scores	Post-Test Scores
23	21
10	12
4	2
8	7
7	7
14 (male)	16
12	14
8	8
6	7
7	7
12	8
13	13

Appendix B

Student Enabling Checklist

Each statement below describes an idea, feeling, attitude, or behavior that can be a small part of the complicated system of enabling: of unknowingly helping someone's alcohol/drug problems to continue or get worse. Indicate the degree to which each statement applies to your experience with another student who may have an alcohol/drug problem.

YES NO SOMETIMES

- | | | | |
|---|---|---|---|
| — | — | — | 1. I'd prefer that a student keep on using alcohol/drugs rather than have him/her become involved with an alcohol/drug counselor in school. |
| — | — | — | 2. I've introduced another student to alcohol/drug use. |
| — | — | — | 3. I've been concerned about another student's alcohol/drug use but have been afraid to talk to him/her about it. |
| — | — | — | 4. I've been concerned about another student's alcohol/drug use but haven't talked to a teacher or counselor about it. |
| — | — | — | 5. I'm afraid that if I share a concern with another student I'll lose his/her friendship. |
| — | — | — | 6. I'm afraid others would think I'm a narc or that sharing a concern about |

YES NO SOMETIMES

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | another student would harm my reputation in school. |
| _____ | _____ | _____ | 7. I blame other things or people for a student's alcohol/drug use or problem. |
| _____ | _____ | _____ | 8. My own use of alcohol/drugs has resulted in behavior I'm not proud of. |
| _____ | _____ | _____ | 9. I've protected, covered up, or lied for a student who uses alcohol/drugs or who has an alcohol/drug problem. |
| _____ | _____ | _____ | 10. I try to avoid being around alcohol/drug users I'm worried about. |
| _____ | _____ | _____ | 11. I believe that people can quit using alcohol/drugs on their own if they really want to. |
| _____ | _____ | _____ | 12. I don't tell anyone about alcohol/drug problems or incidents I know about. |

Appendix C

Table 10

Critical Values of t at the .05
Level of Significance

Degrees of Freedom	.05
1	12.706
2	4.303
3	3.182
4	2.776
5	2.571
6	2.447
7	2.365
8	2.306
9	2.262
10	2.228
11	2.201
12	2.179
13	2.160
14	2.145
15	2.131
16	2.120
17	2.110
18	2.101
19	2.093
20	2.086
21	2.080
22	2.074
23	2.069
24	2.064
25	2.060
26	2.056
27	2.052
28	2.048
29	2.045
30	2.042
40	2.021
60	2.000
120	1.980
∞	1.960

Formulas to Find t

Mean:

$$A = \frac{\sum A_i}{N_A}$$

Where

A = the mean of the experimental group.

 Σ = the sum of the individual scores for the experimental group. A_i = is each raw score of the experimental group. N_A = is the total number of raw scores for the experimental group.Mean:

$$B = \frac{\sum B_i}{N_B}$$

Where

B = the mean of the control group.

 Σ = the sum of the individual scores for the control group. B_i = is each raw score of the control group. N_B = is the total number of raw scores for the control group.

Degrees of Freedom:

$$v = N_A + N_B - 2$$

Where

v = the degrees of freedom

$$\text{est } \sigma^2_{A-B} = \frac{\sum_{i=1}^{N_A} (A_i - \bar{A})^2 + \sum_{i=1}^{N_B} (B_i - \bar{B})^2}{v} = \frac{N_A + N_B}{N_A N_B}$$

Where

$\sum (A_i - \bar{A})^2$ = the sum of the squared deviations from the sample mean for the experimental group.

$\sum (B_i - \bar{B})^2$ = the sum of the squared deviations from the sample mean for the control group.

Where

$\text{est } \sigma^2_{A-B}$ = the estimated variance of the sample

$$\text{est } \sigma_{A-B} = \sqrt{\text{est } \sigma^2_{A-B}}$$

Where

$\text{est } \sigma_{A-B}$ = the estimated standard deviation of the difference of the two sample means

$$t = \frac{\bar{A} - \bar{B}}{\text{est } \sigma_{A-B}}$$

Where

t = the t ratio

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Appendix D

Program To Compute Critical-T.

```

10 HOME
20 INPUT "ENTER HOW MANY SCORES IN THE FIRST
GROUP":G1
25 INPUT "ENTER HOW MANY SCORES IN THE SECOND
GROUP" :G2
30 DIM NA(G1) : DIM NB(G2): DIM D1(G1): DIM
D2(G2): DIM T1(G1): DIM T2(G2)
35 PRINT "ENTER SCORES FOR FIRST GROUP "
40 FOR C = 1 TO G1
50 INPUT NA(C)
60 NEXT C
65 PRINT "ENTER SCORES FOR SECOND GROUP "
70 FOR C = 1 TO G2
75 INPUT NB(C)
77 NEXT C
80 LET M1 = 0: LET M2 = 0
90 FOR C = 1 TO G1
100 LET M1=M1 + NA(C)
110 NEXT C
112 FOR C = 1 TO G2
115 LET M2 = M2 + NB(C)
117 NEXT C
118 PRINT CHR4 (4):"PR#1"
120 LET A1 = M1 / G1: LET A2= M2/ G2
125 PRINT "THE MEAN FOR THE FIRST GROUP IS ";A1
127 PRINT "THE MEAN FOR THE SECOND GROUP IS ";A2
130 FOR C = 1 TO G1
140 LET D1(C) = NA(C) - A1
150 NEXT C
160 FOR C = 1 TO G2
170 LET D2(C) = NB(C) - A2
180 NEXT C
185 LET T1 = 0: LET T2 = 0
190 FOR C = 1 TO G1
200 LET T1 = T1 + (D1(C)) ^2
210 NEXT C
215 PRINT "THE VARIANCE FOR THE FIRST GROUP IS
";T1
220 FOR C = 1 TO G2
230 LET T2 = T2 + (D2(C)) ^ 2
240 NEXT C
250 PRINT "THE VARIANCE FOR THE SECOND GROUP IS
";T2

```

```
255 PRINT "THE STANDARD DEVIATION OF THE FIRST  
GROUP IS "; SQR (T1)  
257 "THE STANDARD DEVIATION OF THE SECOND GROUP  
IS "; SQR (T2)  
260 LET EST = SQR (((T1 + T2 / (G1 + G2 - 2)) *  
((G1 + G2) / (G1 * G2)))  
270 PRINT "THE ESTIMATED STANDARD DEVIATION FOR  
THE POPULATION IS "; EST  
280 LET TS = (A1 - A2) / EST  
290 PRINT "THE T-SCORE IS "; TS  
295 PRINT CHR$(4); "PR#0"  
300 END
```

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